DOCUMENT RESUME

ED 094 666 HE 005 789

AUTHOR	Siler, Pamela
TITLE	Experiences of 1972 Oregon Post-Secondary Graduates. A Staff Report. Educational Coordinating Council Report No. 37-73.
INSTITUTION	Oregon State Educational Coordinating Council, Salem.
REPORT NO	ECC-37-73
PUB DATE	Aug 73
NOTE	28p.
EDRS PRICE	MF-$0.75 HC-$1.85 PLUS POSTAGE
DESCRIPTORS	*College Graduates; *Educational Quality; *Graduate Surveys; *Higher Education; Post Secondary Education; *Program Effectiveness; Questionnaires; Research Projects; State Standards; Statistical Data
IDENTIFIERS	*Oregon

ABSTRACT

This postsecondary followup survey was designed to provide information on educational needs at the postsecondary level based on the experiences and the evaluation of recent graduates. A sample of 4,250 postsecondary graduates was drawn from lists of graduates provided by all the individual institutions in Oregon. Usable completed questionnaires were returned by approximately 60 percent of the original sample. Results indicated: (1) The proportion of 1972 graduates in responding that "work" was their primary activity declined over the previous years, the decline being most pronounced among graduates of independent colleges. (2) There was an increase in the proportion of graduates in the "unemployed" category. (3) A greater percentage of female postsecondary graduates in all three educational segments were working than their male counterparts, while a greater percentage of male than female graduates chose to continue their education. (4) Female graduates were concentrated in professional and clerical jobs, while male graduates were distributed to a greater extent among other job categories. Women have not made significant gains in obtaining jobs traditionally taken by men. Statistical data support conclusions. (MJM)

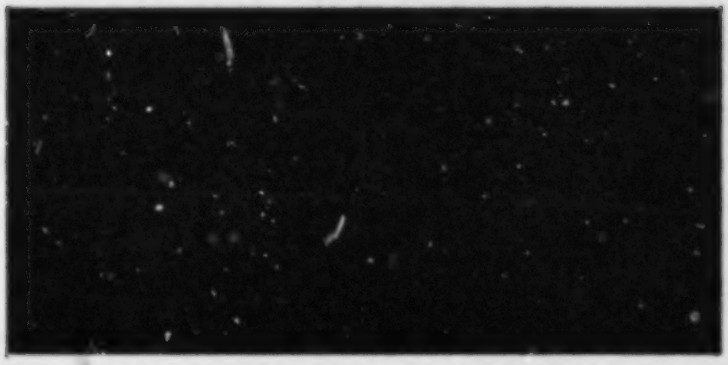
ED 094665

OREGON

Educational Coordinating Council

BEST COPY AVAILABLE

A STAFF REPORT



U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

An Informational Report of the:

Educational Coordinating Council

4263 Commercial Street S.E.

Salem, Oregon 97310

HE 005 789

ECC: 37-73

EXPERIENCES OF 1972 OREGON POST-SECONDARY GRADUATES

PREPARED BY

PAMELA SILER

RESEARCH ASSISTANT

AUGUST 1973

LIST OF TABLES

I. Current Primary Activity of 1972 Post-Secondary Graduates as Compared to 1971 Graduates by Type of Institution 3

II. Type of Job Obtained by 1972 Post-Secondary Graduates by Type of Institution and by Sex 6

III. Monthly Income Obtained by 1972 Post-Secondary Graduates by Type of Institution and by Sex 8

A.1. Current Primary Activity of 1972 Post-Secondary Graduates by Type of Institution and by Type of Program 10

A.2 Current Primary Activity of 1972 Post-Secondary Graduates by Type of Institution and by Sex 11

A.3 Type of Institution Attended After Graduation by 1972 Post-Secondary Graduates by Type of Institution and by Type of Program 12

A.4 Primary Reason for Obtaining a Post-Secondary Education by Type of Institution and by Sex 13

A.5 Primary Reason for Obtaining a Post-Secondary Education by Type of Institution and by Type of Program 14

A.6 Job Location of 1972 Post-Secondary Graduates by Type of Institution 15

A.7 Method of Job Placement of 1972 Post-Secondary Graduates by Type of Institution 16

A.8 Relationship of Job to Training of 1972 Post-Secondary Graduates Whose Reasons for Attending Were Career Oriented by Type of Institution 17

A.9 Reasons for not Obtaining Job in Field of 1972 Post-Secondary Graduates Whose Reasons for Attending were Career Oriented by Type of Institution 18

A.10 Feelings about Job of 1972 Post-Secondary Graduates whose Reasons for Attending School were Career Oriented by Type of Institution 19

A.11 Possible Improvements in Post-Secondary Services Suggested by 1972 Post-Secondary Graduates by Type of Institution and by Type of Program 20

A.12 Degree of High School Preparation for Post-Secondary Education by Type of Institution and by Type of Program 21

A.13 Possible Improvements in High School Services Suggested by 1972 Post-Secondary Graduates by Type of Institution and by Type of Program 22

EXPERIENCES OF 1972 GRADUATES OF OREGON'S POST-SECONDARY INSTITUTIONS

INTRODUCTION

For the second consecutive year, the Oregon Educational Coordinating Council has conducted a statewide survey of graduates of Oregon's post-secondary institutions. This report includes the results of the survey of 1972 graduates from public and private four-year institutions and from community colleges. A survey of graduates of Oregon's proprietary schools was also conducted this year; however, the results of this survey will be analyzed in a separate report.

The post-secondary follow-up survey was designed to provide information on educational needs at the post-secondary level based on the experiences and the evaluation of recent graduates. In addition, this year two questions were added in an effort to gain information about high school training from those who have recently used this training as post-secondary students. A copy of the questionnaire completed by 1972 graduates is reproduced in Appendix B.

A sample of 4,250 1972 post-secondary graduates was drawn from lists of graduates provided by all the individual institutions in the state. Because of the large differences in the number of graduates from the three educational segments, the sample of graduates taken from each segment differs. A 25 percent sample size was sufficient

for graduates of the State System of Higher Education institutions. However, it was necessary to use a slightly larger percentage sample size of community college graduates and independent college graduates to insure valid data when broken down by educational segment.

Usable completed questionnaires were returned by 2,548 graduates or approximately 60 percent of the original sample. This improvement over the 48 percent return rate established the previous year reflects a second mailing of questionnaires to 1972 graduates. Of those graduates completing questionnaires, approximately 55 percent were male and 45 percent were female.

A summary follows in which some major implications of the follow-up survey of 1972 post-secondary graduates are presented. In addition, tables are provided in Appendix A which present a more complete picture of the survey results.

A SUMMARY OF THE EXPERIENCES OF 1972 GRADUATES

Comparing the primary current activities of 1972 post-secondary graduates with 1971 graduates in Table I, some shifts are apparent across all three educational segments. The proportion of 1972 graduates in each of the three educational segments responding that "work" was their primary activity declined over the previous year, the decline being most pronounced among graduates of independent colleges. Partially offsetting the decline in the percentage of graduates working, was an increase in the percentage of post-secondary graduates continuing their education either as a full-time activity or while holding a job. While the percentage of graduates of State System of Higher Education institutions

TABLE I

CURRENT PRIMARY ACTIVITY OF 1972 POST-SECONDARY GRADUATES
AS COMPARED TO 1971 GRADUATES BY TYPE OF INSTITUTION

Current Primary Activity	State System of Higher Education		Community Colleges		Independent Colleges	
	1971 Grads	1972 Grads	1971 Grads	1972 Grads	1971 Grads	1972 Grads
	%	%	%	%	%	%
Work	70.9	66.7	64.4	60.0	60.5	54.9
School	8.2	9.3	16.0	15.5	18.0	16.4
Work and School	7.6	8.2	9.2	10.5	12.4	16.4
Military	2.7	2.2	1.9	1.7	1.7	1.7
Homemaking	3.7	2.7	3.9	3.3	3.2	1.2
Unemployed	5.6	6.1	4.1	6.0	2.8	5.4
Other	1.2	4.8	.6	3.0	1.3	3.9
TOTAL	100.0	100.0	100.0	100.0	100.0	100.0
	N=486	N=1093	N=469	N=877	N=461	N=408

both going to school and going to school and working increased, in the other two segments there was a shift away from school as a full-time activity and towards school in combination with work.

An activity shift visible across all three educational segments was the increase in the proportion of graduates in the "unemployed" category. The increase in the percentage of graduates who identify themselves as unemployed is interesting in relation to the well publicized upturn in the economy and subsequent fall in unemployment rates for the population as a whole.[1] This may indicate that those recently trained with little experience may not have benefited from the upswing to the extent that more experienced workers did. It will be interesting to compare the proportion of 1973 Oregon graduates reporting to be unemployed given the predicted nationwide increase in the demand for bachelor's degree holders this year.[2]

The increase in the percentage of graduates pursuing activities not specifically listed on the questionnaire was also visible across all three educational segments. This increase in the proportion of post-secondary graduates pursuing "other" activities including travel and volunteer activities corresponds with the increase in the percentage of high school graduates selecting the "other" category on the Educational Coordinating Council follow-up survey of 1972 high school graduates. This may be an indication of a trend toward "time off" after an educational experience and before involvement in another longer term activity.

---

[1] "Summary Labor Force Trends" distributed each month by the State of Oregon Employment Division show that unemployment rates for most districts fell from 1971 to 1972 and are continuing to fall in 1973.

[2] The Chronicle of Higher Education reported in its January 8, 1973 issue that surveys predict a 15 to 19 percent increase in the demand for bachelor's degree holders over 1972. See page 4, "Hiring of College Graduates to Rise in 1973, Two Surveys Indicate."

With the current emphasis on the status of women and equal opportunity in the work place, it seems appropriate to evaluate Oregon post-secondary follow-up data by sex. From Table A.2 in Appendix A it can be seen that a greater percentage of female post-secondary graduates in all three educational segments were working than their male counterparts, while a greater percentage of male than female graduates chose to continue their education.

Table II shows a break-down by sex of the type of jobs that 1972 graduates took upon completing their education. It is apparent that while female graduates are concentrated in professional and clerical jobs, male graduates are distributed to a greater extent among the other job categories. The large percentage of women in the professional classification can for the most part be attributed to occupations in education and health.[3] As far as 1972 graduates are concerned, women have not made significant gains in obtaining jobs traditionally taken by men.

Examining Table A.4 in Appendix A, it is clear that the reasons women cite for obtaining a post-secondary education are somewhat different than those cited by men. Across all three educational segments, a greater percentage of women than men obtained a post-secondary education primarily "to learn skills to help other people". A greater percentage of male than female graduates responded that their primary reason for attending was "to learn skills to improve my earning power".

Considering the nature of the jobs women are concentrated in and the fields of study related to these jobs, it is understandable that a greater percentage of women than men would cite learning skills to help others as

---

[3] When the professional classification is broken down into distinct occupations, it shows that of those 1972 female post-secondary graduates in professional jobs 85.4 percent were either in education or health occupations. Men dominated the occupations in architecture and engineering and the managerial occupations.

TABLE II

TYPE OF JOB OBTAINED BY 1972 POST-SECONDARY GRADUATES
BY TYPE OF INSTITUTION AND BY SEX

Type of Job Obtained	State System of Higher Education			Community Colleges			Independent Colleges		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
	%	%	%	%	%	%	%	%	%
Professional, Technical, Managerial	59.4	71.0	65.2	28.4	59.0	40.3	59.9	67.3	63.5
Clerical and Sales	17.5	21.3	19.4	12.0	30.0	19.0	19.1	24.8	21.9
Service	4.9	4.3	4.6	12.0	6.9	10.0	7.6	5.2	6.5
Framing, Fishing, Forestry	3.1	0.2	1.7	9.9	0.5	6.3	1.9	0.0	1.0
Processing	1.8	0.5	1.1	5.6	0.0	3.4	1.3	0.0	0.6
Machine Trades	2.5	0.0	1.2	7.9	0.5	5.0	1.9	0.0	1.0
Bench Work	2.5	0.2	1.4	4.4	0.9	3.0	3.2	0.7	1.9
Structural	2.9	0.0	1.5	7.0	0.0	4.3	1.9	0.0	1.0
Miscellaneous	5.4	2.5	3.9	12.9	2.3	8.8	3.2	2.0	2.6
TOTAL	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
	N=446	N=442	N=888	N=342	N=217	N=559	N=157	N=153	N=310

a primary reason for attending college. For example, fields in education and health are oriented toward assisting other people, while the business fields are oriented toward efficiency and profit maximization. Also, since the follow-up questionnaire was distributed to graduates after they had completed school, the reasons graduates cited for attending may be more of a justification for their education rather than their original reason for obtaining a post-secondary education.

Table III shows the monthly income reported by 1972 graduates by type of institution attended and by sex. It should be mentioned that the income reported by graduates was for both full-time and part-time jobs. Therefore, if the percentage of women working part-time was greater than that for men, it is understandable that womens' incomes should be lower. Nevertheless, it is apparent that few women attain salaries in the highest two income ranges shown on the table. The reasons for such salary discrepancies are too complex for a full discussion in this summary report. Certainly the concentration of female graduates in a few occupations, as seen in Table II, plays a part in salary differences between men and women. It is also possible that there are salary differences within the same occupational group. Unpublicized follow-up data shows that within the managerial and administrative occupations a greater percentage of male 1972 graduates than females attain salaries in two highest ranges shown on Table III. However, one would have to break occupations down by actual tasks performed to determine if discrepancies in monthly income were due to sex differences alone.

TABLE III

MONTHLY INCOME OBTAINED BY 1972 POST-SECONDARY GRADUATES BY TYPE OF INSTITUTION AND BY SEX

	State System of Higher Education			Community Colleges			Independent Colleges		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
Monthly Income	%	%	%	%	%	%	%	%	%
Under $250	31.3	31.9	31.6	35.1	40.9	37.4	41.7	40.4	41.1
$250 to $499	11.7	23.0	17.1	16.1	39.3	25.3	21.3	27.6	24.3
$500 to $749	33.2	38.0	35.5	31.7	15.9	25.4	24.5	28.6	26.5
$750 to $999	19.3	5.7	12.8	11.8	3.2	8.4	8.3	3.0	5.7
$1,000 and Over	4.5	1.5	3.1	5.4	0.6	3.5	4.2	0.5	2.4
TOTAL	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
	N=597	N=548	N=1145	N=467	N=308	N=775	N=216	N=203	N=419

APPENDIX A

(TABLES A.1 THRU A.13)

RESULTS OF THE FOLLOW-UP SURVEY

OF 1972 POST-SECONDARY GRADUATES

TABLE A.1

CURRENT PRIMARY ACTIVITY OF 1972 POST-SECONDARY GRADUATES
BY TYPE OF INSTITUTION AND BY TYPE OF PROGRAM

	State System of Higher Education			Community Colleges			Independent Colleges		
	Voc-Tec	Academic	Total	Voc-Tec	Lower Div. Transfer	Total	Lower Div. Transfer	Academic	Total
Primary Activity	%	%	%	%	%	%	%	%	%
Work	84.1	66.9	67.7	69.8	27.7	61.0	22.9	56.3	53.3
School	2.3	10.4	10.0	7.7	42.4	14.9	48.6	14.2	17.3
Work and School	11.4	6.7	6.9	8.0	18.6	10.2	20.0	16.2	16.5
Military	0.0	2.7	2.5	1.9	1.1	1.8	0.0	2.1	1.9
Homemaking	0.0	2.4	2.3	2.7	5.1	3.2	2.9	0.9	1.1
Unemployed	0.0	5.9	5.6	6.8	2.8	6.0	0.0	6.2	5.6
Other	2.3	5.0	4.9	3.1	2.3	2.9	5.7	4.1	4.3
TOTAL	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
	N=44	N=863	N=907	N=675	N=177	N=852	N=35	N=339	N=374

TABLE A.2

CURRENT PRIMARY ACTIVITY OF 1972 POST-SECONDARY GRADUATES
BY TYPE OF INSTITUTION AND BY SEX

Primary Activity	State System of Higher Education			Community Colleges			Independent Colleges		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
	%	%	%	%	%	%	%	%	%
Work	63.4	70.4	66.7	59.2	63.8	61.0	52.2	58.6	55.2
School	13.1	5.0	9.3	17.4	13.0	15.7	17.9	14.5	16.3
Work and School	8.8	7.3	8.1	11.4	6.9	9.7	17.4	15.6	16.5
Military	3.8	0.4	2.2	2.9	0.0	1.8	2.9	0.5	1.8
Homemaking	0.5	5.2	2.7	0.7	6.9	3.0	0.0	2.7	1.3
Unemployed	6.4	6.0	6.2	5.8	6.2	5.9	5.3	5.4	5.3
Other	4.0	5.8	4.8	2.7	3.3	2.9	4.3	2.7	3.6
TOTAL	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
	N=579	N=504	N=1083	N=449	N=276	N=725	N=207	N=186	N=393

TABLE A.3

TYPE OF INSTITUTION ATTENDED AFTER GRADUATION BY
1972 POST-SECONDARY GRADUATES BY TYPE OF INSTITUTION AND
BY TYPE OF PROGRAM

Post Graduation Institutions	State System of Higher Education			Community Colleges			Independent Colleges		
	Voc-Tec	Academic	Total	Voc-Tec	Lower Div. Transfer	Total	Lower Div. Transfer	Academic	Total
	%	%	%	%	%	%	%	%	%
State System of Higher Education	77.8	63.8	64.4	44.5	79.7	61.8	24.0	24.6	24.5
Community Colleges	11.1	7.1	7.3	43.8	10.6	27.5	0.0	0.0	0.0
Independent Colleges	0.0	1.0	1.0	0.8	1.6	1.2	12.0	16.4	15.6
Vocational-Technical Schools	0.0	3.1	2.9	2.3	0.0	1.2	0.0	4.1	3.4
Bible Schools	0.0	1.5	1.5	0.8	0.0	0.4	8.0	4.1	4.8
Out-of-State	11.1	23.5	22.9	7.8	8.1	8.0	56.0	50.8	51.7
TOTAL	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
	N=9	N=196	N=205	N=128	N=123	N=251	N=25	N=122	N=147

TABLE A.4

PRIMARY REASON FOR OBTAINING A POST-SECONDARY EDUCATION
BY TYPE OF INSTITUTION AND BY SEX

Primary Reason	State System of Higher Education			Community Colleges			Independent Colleges		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
	%	%	%	%	%	%	%	%	%
To Satisfy My Family	2.8	2.5	2.7	1.2	1.2	1.2	3.8	4.7	4.3
To Learn Skills To Improve My Earning Power	40.7	25.9	33.7	59.1	46.4	54.3	21.4	11.8	16.8
To Become a Better Citizen	0.6	0.4	0.5	0.7	0.8	0.8	1.6	0.6	1.1
To Learn Skills To Help Other People	13.2	29.9	21.1	6.5	17.7	10.7	17.6	32.0	24.5
To Become a More Cultured Person	7.0	9.8	8.3	4.8	5.6	5.1	12.1	10.1	11.1
I didn't Know What Else To Do	3.6	3.3	3.5	2.4	5.2	3.5	3.3	4.1	3.7
Other	32.2	28.2	30.3	25.2	23.0	24.4	40.1	36.7	38.5
TOTAL	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
	N=531	N=479	N=1010	N=413	N=248	N=661	N=182	N=169	N=351

TABLE A.5

PRIMARY REASON FOR OBTAINING A POST-SECONDARY EDUCATION
BY TYPE OF INSTITUTION AND BY TYPE OF PROGRAM

	State System of Higher Education			Community Colleges			Independent Colleges		
	Voc-Tec	Academic	Total	Voc-Tec	Lower Div. Transfer	Total	Lower Div. Transfer	Academic	Total
Primary Reason	%	%	%	%	%	%	%	%	%
To Satisfy My Family	4.9	2.5	2.6	1.3	1.2	1.3	0.0	4.9	4.5
To Learn Skills to Improve My Earning Power	65.9	32.1	33.8	62.9	28.7	54.6	3.4	17.8	16.5
To Become a Better Citizen	0.0	0.6	0.6	0.4	1.3	0.7	0.0	1.6	1.5
To Learn Skills to Help Other People	2.4	23.1	22.1	10.3	12.6	10.9	37.9	23.4	24.6
To Become a More Cultured Person	0.0	8.9	8.5	2.5	13.2	5.1	0.0	12.2	11.1
I Didn't Know What Else To Do	2.4	3.6	3.5	3.4	3.6	3.5	3.4	3.9	3.9
Other	24.4	29.2	28.9	19.1	38.9	23.9	55.2	36.2	36.2
TOTAL	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
	N=41	N=809	N=850	N=523	N=140	N=690	N=29	N=304	N=333

TABLE A.6

JOB LOCATION OF 1972 POST-SECONDARY GRADUATES BY TYPE OF INSTITUTION

Job Location	State System of Higher Education	Community Colleges	Independent Colleges
	%	%	%
Oregon	77.8	93.5	60.9
California	6.5	1.5	10.0
Washington	3.3	2.6	7.8
Idaho	1.3	0.8	0.6
Other States	8.7	1.5	18.4
Other Countries	2.4	0.2	2.2
TOTAL	100.0	100.0	100.0
	N=899	N=661	N=320

TABLE A.7

METHOD OF JOB PLACEMENT OF 1972 POST-SECONDARY GRADUATES BY TYPE OF INSTITUTION

Method of Job Placement	State System of Higher Education	Community Colleges	Independent Colleges
	%	%	%
Got Job Myself	63.9	64.5	60.4
Family or Friends	12.4	10.2	12.5
School Placement Service	10.3	8.0	7.9
State Employment Service	1.7	4.1	2.5
Private Employment Service	3.8	2.5	3.6
Other	7.9	10.8	12.9
TOTAL	100.0	100.0	100.0
	N=864	N=566	N=303

TABLE A.8

RELATIONSHIP OF JOB TO TRAINING OF 1972 POST-SECONDARY GRADUATES WHOSE REASONS FOR ATTENDING WERE CAREER ORIENTED* BY TYPE OF INSTITUTION

Relationship of Job to Training	State System of Higher Education	Community Colleges	Independent Colleges
	%	%	%
Directly Related	61.6	65.0	55.4
Indirectly Related	16.5	15.1	17.9
Not Related	21.9	19.9	26.8
TOTAL	100.0	100.0	100.0
	N=443	N=337	N=112

*Career Oriented reasons for attending include both "skills to improve my earning power" and "skills to help other people".

TABLE A.9

REASONS FOR NOT OBTAINING JOB IN FIELD OF 1972 POST-SECONDARY GRADUATES WHOSE REASONS FOR ATTENDING WERE CAREER ORIENTED* BY TYPE OF INSTITUTION

Reasons for Not Obtaining Job in Field	State System of Higher Education	Community Colleges	Independent Colleges
	%	%	%
Could Not Find Job in Field	49.2	37.5	41.5
Present Job is More Interesting Than Job in Field	4.9	1.3	7.3
Not Trained For Specific Job	13.1	12.5	17.1
Present Job Pays More Than Job in Field	4.1	7.5	2.4
Other	28.7	41.3	31.7
TOTAL	100.0	100.0	100.0
	N=122	N=80	N=41

*Career Oriented reasons for attending include both "skills to improve my earning power" and "skills to help other people".

TABLE A.10

FEELINGS ABOUT JOB OF 1972 POST-SECONDARY GRADUATES
WHOSE REASONS FOR ATTENDING SCHOOL WERE CAREER ORIENTED*
BY TYPE OF INSTITUTION

Feeling About Job	State System of Higher Education	Community Colleges	Independent Colleges
	%	%	%
I Like My Job and Intend to Keep it	49.3	57.0	48.6
I am Satisfied for the Moment But I Would Like to Find a Better Job	35.2	34.6	36.7
I am Very Unhappy with My Present Job	6.2	3.6	7.3
Other	9.4	4.8	7.3
TOTAL	100.0	100.0	100.0
	N=438	N=335	N=109

*Career Oriented reasons for attending include both "skills to improve my earning power" and "skills to help other people".

TABLE A.11

POSSIBLE IMPROVEMENTS IN POST-SECONDARY SERVICES SUGGESTED BY 1972 POST-SECONDARY GRADUATES BY TYPE OF INSTITUTION AND BY TYPE OF PROGRAM

Post-Secondary Improvements	State System of Higher Education			Community Colleges			Independent Colleges		
	Voc-Tec	Academic	Total	Voc-Tec	Lower Div. Transfer	Total	Lower Div. Transfer	Academic	Total
	%	%	%	%	%	%	%	%	%
Quality of Teaching	19.4	23.1	22.9	16.9	14.8	16.4	4.2	17.5	16.3
Counseling Services	8.3	21.1	20.5	7.3	20.4	10.3	12.5	16.3	16.0
Curricular Offerings	30.6	23.1	23.5	24.1	18.3	22.8	29.2	25.9	26.0
Library Services	2.8	2.7	2.7	4.3	7.0	4.9	8.3	3.8	4.2
Job Placement Services	22.2	15.4	15.8	21.8	13.4	19.8	8.3	17.1	16.7
Facilities	0.0	4.3	4.1	8.3	8.5	8.4	25.0	11.8	12.8
Other	16.7	10.2	10.5	17.3	17.6	17.4	12.5	7.6	8.0
TOTAL	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
	N=36	N=667	N=703	N=468	N=142	N=610	N=24	N=263	N=287

TABLE A.12

DEGREE OF HIGH SCHOOL PREPARATION FOR POST-SECONDARY EDUCATION BY TYPE OF INSTITUTION AND BY TYPE OF PROGRAM

Degree of High School Preparation	State System of Higher Education			Community Colleges			Independent Colleges		
	Voc-Tec	Academic	Total	Voc-Tec	Lower Div. Transfer	Total	Lower Div. Transfer	Academic	Total
	%	%	%	%	%	%	%	%	%
Well Prepared	31.0	40.3	39.9	24.1	26.0	24.5	39.4	46.5	46.1
Somewhat Prepared	50.0	36.8	37.4	31.2	39.2	33.1	45.5	36.7	37.4
Poorly Prepared	4.8	13.8	13.3	13.9	21.5	15.7	6.1	11.3	10.8
Not Related	14.3	9.1	9.3	30.8	13.3	26.6	9.1	5.5	5.8
TOTAL	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
	N=42	N=880	N=922	N=581	N=181	N=762	N=33	N=346	N=379

TABLE A.13

POSSIBLE IMPROVEMENTS IN HIGH SCHOOL SERVICES SUGGESTED BY 1972 POST-SECONDARY GRADUATES BY TYPE OF INSTITUTION AND BY TYPE OF PROGRAM

Possible High School Improvements	State System of Higher Education			Community Colleges			Independent Colleges		
	Voc-Tec	Academic	Total	Voc-Tec	Lower Div. Transfer	Total	Lower Div. Transfer	Academic	Total
	%	%	%	%	%	%	%	%	%
Quality of Teaching	9.8	17.9	17.4	10.2	21.6	12.9	24.1	19.4	20.1
Counseling Services	14.6	27.5	26.8	17.2	21.6	18.2	27.6	27.9	27.8
Preparatory Occupational Training	41.5	20.8	21.9	45.8	21.6	40.0	13.8	15.6	15.4
Basic Academic Training	24.4	19.6	19.8	12.5	24.3	15.3	20.7	20.7	20.7
Library Services	2.4	2.4	2.4	0.2	0.0	0.2	3.4	3.7	3.7
Other	7.3	11.9	11.6	14.2	10.8	13.4	10.3	12.6	12.3
TOTAL	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
	N=41	N=750	N=791	N=472	N=148	N=620	N=29	N=294	N=323

APPENDIX B

ECC: 49-72 (3)

1972 FOLLOW-UP SURVEY OF COLLEGE GRADUATES

If your major at the school listed above is either missing or incorrect, please indicate the corrections by writing directly on the label.

If the address to which the questionnaire was mailed is no longer your permanent home address, please write the correct address below.

Street _____

City _____ State _____ Zip _____

Office Use Only

(5) 1. Please circle the answer below that best describes your present activities.

1. Working
2. Going to school or college
3. Working and going to school or college
4. Serving in military
5. Homemaking
6. Unemployed and seeking work
7. Other (Specify) _____

If your present principal activity is either work or work and school, please answer questions 2 through 9. If not, please skip to question 10.

(6-7) 2. What is your job title?

_____

3. What are your principal duties?

_____

(8-9) 4. Where is your job located?

City _____ State _____

(10-13) 5. What is your approximate monthly income before taxes?

$ _____

(14) 6. How did you get this job? (Please circle your answer)

1. I got the job myself
2. My family or friends helped me get the job
3. I got the job through school placement services
4. I got the job through a state employment service
5. I got the job through a private employment service
6. Other (Specify) _____

(15) 7. Please circle below the answer that best describes the relationship between your present job and the educational training you received in school.

1. My job is directly related to my training
2. My job is indirectly related to my training
3. My job is not related to my training

(16) 8. If your job is not related to your educational training, please circle below the answer that best describes your reasons for not obtaining a job in the field you studied.

1. I tried but I could not find a job in my field
2. This job is more interesting than my chosen field
3. My training was not designed to equip a person for any specific job
4. This job pays better than my chosen field
5. Other (Specify) _____

(17) 9. Please circle below the answer that best describes your feelings about your job.

1. I like my present job and intend to keep it
2. I am satisfied for the moment but I would like to find a better job
3. I am very unhappy with my present job
4. Other (Specify) _____

(18) 10. Do you feel that your school or college training adequately equipped you to handle a job that you would want? (Circle correct answer)

1. Yes 5. No 9. Don't know

(19) 11. Please circle below the answer that best describes your reason for attending the school or college listed on the mailing label on page one of this questionnaire.

1. To satisfy my family
2. To learn skills to improve my earning power
3. To become a better citizen
4. To learn skills to help other people
5. To become a more cultured person
6. I did not know what else to do
7. Other (Specify) _____

(20) 12. If you could take your school or college training over again, would you major in the same subject?

1. Yes 5. No 9. Don't know

(21-22) 13. If your answer was NO to the above question, what field would you choose and why? (Write in)

_____

_____

_____

(23-24) 14. If you are currently enrolled in school or college, please write its name and location below.

School _____ City _____

(25) 15. If you are taking additional college training, what type of program are you currently enrolled in? (Please circle correct answer)

1. Vocational-Technical
2. Academic
3. Graduate or Professional
4. Business College
5. Other (Specify) _____

(26) 16. If you could improve the services which you received in college, which one of the areas below do you feel could be improved the most?

1. Quality of teaching
2. Counseling services
3. Curricular offerings
4. Library services
5. Job placement services
6. Facilities
7. Other (Specify) _____

The two questions below are designed to gather information about your high school training now that you have had a chance to use this training as a post-secondary student.

(27) 17. How well do you think your high school training prepared for the post-secondary school or college that you attended?

1. Well prepared
2. Somewhat prepared
3. Poorly prepared
4. High school was not directly related to my post-secondary training.

(28) 18. If you could improve the services which you received in high school, which one of the areas listed below do you feel could be improved the most? (Please circle only one)

1. Quality of teaching
2. Counseling Services
3. Preparatory occupational training
4. Preparation in basic academic areas
5. Library services
6. Other (Specify) _____